CHAPTER- ONE
INTRODUCTION

The present study entitled **Teachers' Attitude to TPD Training and Their Classroom Practice** consists of five chapters. Background/ context of the study, statement of the problems, and rationale of the study, significance of the study and delimitations of the study come under introduction. The reviews of related literature, theoretical and conceptual framework are included in the second chapter. The methods and procedures of the study incorporate research design, study population, sampling procedure and other related components are in the third one.

1.1 Background

The Interim Constitution of Nepal (2063) envisages basic education as the fundamental rights of people. "The School Sector Reform Programme(SSRP) has launched different programmes to implement the National Policy of Education in the country. Nepal's commitment to 'Education for All' (EFA) and Millennium Development Goals' are based on the premises that education is fundamental right of all the people." (MOE 2012, p.3).

Education is the light of the nation (DOE 2010) as a result; the nation should focus on financing education (MOE 2011). Nepal has only a short history of its formal schooling. However, it is in progress regarding the educational development. In this endeavor, though the enrollment campaign (2005) raised the enrollment rate of students, it led to the overcrowding of classrooms thus adversely affecting the quality of education.

Teachers without adequate training and motivation are unlikely to help in improving the quality of education in Nepal. To make teachers competent and qualified training should be provided to them frequently to adopt the changing knowledge. In the field of language teaching, how the teachers involve

students to practice different skills and aspects of that language is most crucial task. So, the need of teacher training appears unquestionable.

Teacher training should not be for the sake of just training and certification rather it is a learning process that involves acquisition of knowledge, development of skills and concepts. At the same time it is a process of changing attitude and behavior to enhance the performance of teachers.
 In this regard, Richard and Farrell, (2005, p. 3) write:

> Training involves understanding basic concepts and principles as a
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> prerequisite for applying them to teaching and the ability to demonstrate
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> principles and practices in the classroom. Teacher training also involves
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> trying out new strategies in the classroom usually with supervision and
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> monitoring and getting feedback from others on one's practice.

Teacher training is one of the aspects of teacher development. Envisioning this concept, the MOE, Nepal has launched different sorts of training programmes, pre-service, in- service teacher training, refreshment teacher training and so on. One of them is Teachers Professional Development (TPD).

The main function of the good education is to bring visualized improvement by simplifying, renewing, and updating the qualification and capability of the teachers and bringing fact, teachers are coping the strategies of regular self study, achieving the access in the required skills and knowledge for classroom teaching, self evaluation and so on for teachers' professional development. According to TPD Handbook (2066), to bring drastic improvement on the quality of education, School Sector Reform Plan (SSRP) has been launched in Nepal from 2066 B.S. It has promulgated the proper plan and policy for TPD. As the implementation of the organized plan and policy, every year around 60 percent teachers of community based schools are provided module of TPD for ten days.

From the foregoing discussion we can say that as school is the nucleus of education system and classroom is the heart of schooling. Training is necessary for continuous professional development of teachers. It is a continuous process. Thus, training once completed will always be incomplete during the course of time. Training for teachers is the backbone of quality education. That is why it is need for;

) Quality education for all through quality teachers

) Quality teachers through quality training

) Quality training thorough quality trainers and materials

Training is provided to enhance the quality of education. Therefore, MOE through NCED has made 98.2 % of the teachers of public schools trained (NCED, 2012). However, the existing quality level of community based (especially, SLC level) schools does not look satisfactory. It is difficult to observe in real life practice of training. In this scenario, the present study seeks to analyze the impact of TPD training launched by NCED in the secondary level English classrooms.

1.2 Statement of the problem

The political change in1990 adopted open education policy in Nepal. As a result; education sector in Nepal achieved remarkable growth in the past two decades Sharma,(2067). Jomtine Conference (1990) and Dakar Conference (2000) adopted the 'Education For All'(EFA) concept which aims to educate all the people of the world with at least basic level education within 2015. These two efforts made considerable growth in education. Community schools in Nepal received considerable supports in their physical infrastructure and educational resources. However, schools faced severe problems of quality physical infrastructure, overcrowded classroom, unmanaged teaching learning situation and so on. It resulted into the degraded quality of education delivered.

Training is an important effort for quality education.EFA provisioned all schools teachers will get adequate training. Education Act 2028, Education Regulation 2059, and different directories provisioned pre-service, in-service and refresher training. With these the first level of achievement has been made.

District Education Office appoints teacher with teaching license. Regarding training, National Center for Educational Development (NCED) launches in-service and refresher teacher training. In addition, TPD (a mode of demand based refresher training) training has been launched as refresher training from 2066 (TPD handbook, 2066.). Most of the teachers of community schools have been certificated with TPD (NCED, 2012).

However, this is not all in all. What has happened is, whatever the data of trained teachers we have in our hands, the data and teachers classroom performance do not match. The challenges now await us in the educational outcomes i.e. improving learning outcomes. The quality of education delivered is not found effective as shown by the result of SLC exam, NASA survey (2012), DOE report (2011).

For this, there may be so many causes behind this. One of them may be the training performance disseminated in the classroom. Thus, it is necessary to study the training performance reflected in the classroom so as to instruct the students with expected performance. Therefore, this study entitled "Teachers' attitude towards TPD Training and their classroom practice" makes an attempt to analyze the situation.

1.3 Rationale of the Study

Training and instruction (teaching) are the two facets of the same coin. Quality of teaching is determined by quality of training in theory and quality of performance disseminated in classroom during teaching. Moreover, quality of training delivery can be determined by two things:

a) Quality of training itself

b) Monitoring and evaluation of training

Training for teachers is one of the main interventions for teacher development as it is conversely related to quality of education at school. The Government of Nepal has made attempts for teachers are very high with priority action. Which are as follows;

a. Pre-service teacher training

b. In-service teacher training

c. Refresher training

d. Qualification up grading

e. Mandatory teaching license

Though all the training should be effective to improve the quality of teaching which in turn results on the high level learning achievement by the students. However, teachers who have been certified with TPD training used to say the theory and concepts may not match. As such, the study entitled "Teachers' attitude towards TPD Training and their classroom practice" is an attempt to explore the impact of TPD trainings for secondary English teachers in Nepal.

1.4 Objectives of the Study

The overall objective of this study was to reveal the current status of TPD training in language classroom. Specifically, the study had the following objectives:

a. To find out the attitudes of secondary level English teachers towards TPD Training

b. To explore the reflection of TPD training in the classroom practice

c. To suggest some pedagogical implications

1.5 Research Questions

This study was oriented to find out the answers of the following research questions:

a. How do the teachers perceive the TPD Training for English teachers?
b. How are the TPD Training contents delivered in the classroom?

1.6 Significance of the Study

As this study explored the ways of effective delivery of training in the classroom, the teachers of English language in secondary level will be benefited to adopt the suggested pedagogical implications. In the same way, students will get benefit by getting appropriate instructions in classroom. Similarly, this study will be highly, significant for the ELT practioners mainly who want to undertake researches in the field of teachers education. Moreover, this study will be significant for school supervisor, resource person, District Education Officer, teacher trainer, policy maker, curriculum designer, and so on.

1.7 Delimitations of the Study

The scope of this study was limited on the following points:

a. The study is limited within the secondary level community based school,
b. This study analyzed the situation of Ilam district only,
c. The study population was confined within 20 secondary level English language teachers of Ilam.
d. The study was limited to analyze the impact of TPD Training only.

1.8 Operational Definitions of the Key Terms

a. *Impact* – the powerful effect of something/somebody

b. *Teacher development* - the noticeable and reformative change in teachers professional and personal life

c. *TPD training* – a mode of demand based refresher training launched by NCED in Nepal

d. *Training performance* – the reflection and implementation of the training competence inside the classroom

e. *SSRP* – a programme launched by MOE/Government of Nepal to enhance the access and quality of education (2009-2015)

f. *Backlog clearance* – a type of training which was phased out with the phase out of Teacher Education Project (TEP).

g. *Pedagogical problems*-problems that occur in the classroom during teaching and learning.

h. *Attitude*-one's thinking and feeling about something/somebody

i. *Interview schedule*- a list of topic to be asked during interview without containing actual question which will be asked.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of Related Theoretical Literature

Language is the most advanced and powerful means of human communication. It is species specific and universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as- transmitting human civilization, literature, political and diplomatic activities and human achievements. In this regard, Jesperson (1994, p. 4)writes :

> Language is not an end in itself, just as little as railway tracks; it is a
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> way of connection between souls, a means of communication. Language
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> is the most complete, the richest, the best means of communication. It
>
> bridges the physical chasm between individuals.

There are so many languages in the world. Among them the English language is most widely used one. It is an international lingua franca. According to Harmer (2003, p. 18) "it is the international language and a vital tool for any students to be successful in communication". For him (ibid), although English is not a language of the largest number of native or first language speakers it has become a lingua franca because of historical, economic and cultural factors which have influenced and sustained the spread of the language.

2.1.1 English Language Teaching

English is the language of international education, commerce, technology and communication. Lederer (1990 as cited in Sthapit 1994, p. 4) says "one in every seven human beings speaks English, more than half of the world's books

are written in English". Thus, English language teaching is so important. The main purpose of teaching English is to develop communicative competence in the learners and to make them able to communicate in the English language.

As an international language, English is taught in Nepal as a foreign/second language, and is learnt for the purpose of communication with foreigners. It is usually taught as a school subject and rarely used as a language of communication. ELT in Nepal is important because of the development of science and technology. English, as a vital tool for all students to become successful in local, national and international communication, is taught as a foreign language from Grade 1 to Grade 12 in Nepal. It is also taught as a compulsory subject up to the Bachelor level in different universities of the country. Now-a-days, it is also taught as a major subject from certificate/+2 to master's level at the faculty of Education and Humanities and Social Sciences.

Obviously, the teaching of English needs to be more and more effective and efficient in the present age of rapid advancement in science and technology that has been bringing newer and newer challenges every moment. It is very essential to keep on improving English language teaching method and situation for learners who need English language skills for their particular purposes. For the effective teaching of English teachers need sufficient training on regular basis.

2.1.2 Teacher Training

Teacher training is a learning process that involves the acquisition of knowledge, developing the skills, concepts and changing of attitude and behaviors to enhance the performance of teachers. Ricahards and Farrell (2005) say training involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classrooms. From here we know that training involves trying out new strategies in the classroom.

In the words of Larsen Freeman, (2001, p. 72), "Second Language (L2) teacher educations describes the field of professional activity through which individuals learn to teach English languages. In terms commonly used in the field these formal activities are generally referred to as teacher training …"

Bhatia (2005, p. 5) also writes:

> Training is an act of increasing knowledge, skill and attitude of an employee for improving his performance on the job. Training is concerned with imparting specific skills for doing particular job. For example, a clerk on typing. It is task oriented activity. It is for job related purpose and short- term.

From the above definitions it can be said that any sort of training is very useful for acquiring practical knowledge in the education process. It is useful to handle the classroom activities as they happen in it. The scope of training is no more restricted only in the teachers who have recently entered into the teaching field but it also extends to train and educate the teachers of different phases of experience in their profession. Different modes of pre-service and in-service training may help teachers have up-dates about their profession.

2.1.3 Types of Teacher Training

Training for teachers is one of the main interventions for teacher developments it is conversely related to quality education at school. As a basic indicator of teacher management, training plays crucial role in developing teacher's professional career. Here, the term 'teacher development' refers to teacher's professional development, which is further related mainly to training and partly to other pedagogical activities. As the School Sector Reform Plan (SSRP) targets to improve teacher's capacity, the pre-service and in-service training for teachers and head teachers are the main interventions for teacher development in the country. Thus, an attempt has been made here to analyze the status of

training and other professional development activities for teachers, mainly based on the sample of the study. While analyzing the related legal and statutory documents related to teacher's professional development, government of Nepal has made provision of pre-service and in-service training for teacher with separate packages.

(i) Pre-service Training

Pre service training, by name is training for teachers before entering into the service. For this, government of Nepal has launched educational programs in the universities and HSEB Board as I. Ed/ +2, B. Ed and M. Ed. The degrees in these levels are recognized as the level wise requirement of training for teachers. In spite of this, HSEB runs +2 Programs with faculty of education. According to NCED (2009), 99 private teacher-training centers affiliated to NCED have provided pre-service training for primary teachers with required qualification. Further, NCED itself has supported these centers with TOT, technical and materials support as well as access to professional development opportunities for teachers.

A study by Shakya (2010) shows that 170,000 students were enrolled in Faculty of Education in TU (I. Ed, B. Ed and M. Ed) programs in 2008-2009. However, the number is increasing year by year. According to him, the pass rate proved low efficiency (below 50%) of these institutions. His report pointed out the following four main causes behind this:

- Overcrowded class
- Traditional chalk and talk method of teaching
- High absenteeism of both students and teacher
- Ineffective practice teaching program

Pre service teacher training courses are helpful for teacher to their teaching assignment. The Education Act of Nepal 2028 adapted compulsory provision of teaching license. Those are pre service train teacher who have studied education subject under Faculty of education from different universities.

According to Flash Report 2069 published by NCED, in Nepal at least ten months training is a pre-requisite to be a teacher.

ii) In-service Teacher Training

When a candidate enters into the teaching profession and takes responsibilities and accountabilities to handle the job successfully and effectively needs training to handle the teaching. The training for during teaching profession is technically known as In service teacher training. In the words of Perron(1991, p. 69):

> In service training is not seen as remedy for deficiencies in initial
>
> training but as the long term process part of containing education that
>
> makes possible acquired knowledge in the initial training and that can
>
> be defined as a variety of activities and practices in which teacher
>
> become involved in order to broaden their knowledge, improve their
>
> skill and access and develop their professional approach.

In the same way, Bailey (2006, p.267) writes about the term 'in service' as "…teachers who are already employed as opposed to those who are completing their professional preparation." From the aforementioned definitions we can understand that the phases from entry to retirement from profession teachers receive training related to the teaching profession which is known as in service teacher training. This kind of progrmme will be conducted mainly for two reasons; first, for the sake of capacity building and the second for both capacity building and accreditation. Both of them are necessary for teacher development. As for school education in Nepal is concerned, NCED is responsible for training of teachers. According to NCED source, it has a network of 29 educational training centers (both ETC-As and ETC-Bs) along with other five sub centers. These trainings are conducted through 29 ETCs in

29 districts and 46 lead RCs in rests of the districts all over the country. These trainings are of three different types with three different packages as below:

〕 Teacher professional development- TPD

〕 Backlog clearance

〕 Qualification upgrading.

Among different packages TPD training is focused in this research.

2.1.4 Teacher Training and Teacher Development

Teacher Training and Teacher Development both are geared to the teacher improvement. Underhill (1986 as cited in Head and Taylor 1997, p.1) defines teacher development as "…the process of becoming the best kind of teacher that I personally can be". Teacher development draws on the teacher's own inner resources for change which is centered on personal awareness of the possibilities for change.

Gilbert (1994) says teacher development can be viewed as teacher learning rather than as others getting teachers to change. In learning, the teacher will be developing their beliefs and ideas and developing their classroom practice, and attending to their classroom practice, and attending to their feelings associated with changing. They identify three main types of development within teacher development: personal, professional and social.

Teacher development incorporates the development of professional expertise; psychological development and career development. So, it is a very crucial thing to ensure quality education on the part of learners. The developed teachers can identify their own potentials and problems and find their ways forward.

In order to make the concept clear about teacher training and teacher development, Head and Taylor (1997, p.9) have given the difference between them. They are presented in the Table No.1.

Table No.1

Differences between Teacher Training and Teacher Development

Training	Development
Compulsory	Voluntary
One-off	Ongoing
Temporary	Continual
Done with experts	Done with peers
Product /certificate weighted	Process weighted
Skill/technique/knowledge based	Awareness based

2.1.5 History of Teacher Training

The history of teacher training , history of education, teaching theories, education of teachers, modern history of education begin in early 18th century in Germany. In English speaking countries, history of education and teaching, formal teacher education and training began with the University of Edinburgh creating a chair in Education with St. Andrews in the USA's history of education, e.g. Henry Bernard, Nicholas, Murray Butler and so on. In Teacher education and training, first teacher training college in and French history of Education and history of teaching began 18th century.

In the USA, New York's Teachers College founded in 1888, was incorporated into the Columbia University in 1893, establishing its teacher training college is to afford opportunity, both sexes, for kindergarten and elementary schools and secondary school's principals, supervisors and of schools and specialist in various branches of school work, involving normal school and colleges.

In England history of education and teaching in early 19th century, Joseph Lsncastarain, and Andrew Bell founded the Lancestarain teaching method of teacher training: in a monitorial system of teacher education and training senior student receiving teaching from tutors were teaching junior students, acting teachers.(Source: www.westernhistory of teacher training .com)

Regarding the history of teacher education in Nepal Awasthi (2003) says, it can be traced back to the establishment of Basic Education Teacher Training Center in Kathmandu in 2004 with a view to training the primary school teachers. This was the first effort. The second effort was the establishment of a National Teacher Training Centers (NTTC). At that time few teacher were trained. However, the center had to discontinue its functions by the recommendation of the Nepal National Education Planning Commission(NNEPC)in 2010 BS for the establishment of College of Education to provide two-year and four-years teacher education programme to the prospective lower Secondary / Secondary level teacher of Nepal. As a result, College of Education was established in 2013B.S. Similarly, Mobile Teacher Training centers were established. These centers were later converted into primary schools teachers training centers after the recommendations made by the All Round National Education Committee in 2018B.S.

The national Educational System Plan (NESP-2028-32) brought a new impetus in teacher education making teacher training compulsory. All the institutions such as College of Education, National Teacher Training Centers came under the single umbrella called Institute of Education (IOE) under the Tribhuvan University (TU). Later, the Royal Commission for Higher education 2039 BS converted IOE into faculty of education. So, now a day we have Faculty of Education under TU which is involved in preparing prospective teachers providing per- service teacher education. Apart from TU, Nepal Sanskrit

University, School of Education under Kathmandu University, Purwanchal University, Pokhara University and HSEB affiliated schools are conducting pre service teacher training.

National Center for Educational Development (NCED), after its expansion of scope to merge the then Secondary Education Development Center(SEDC) in 2061 BS has become the apex body for the development of skilled manpower under the Ministry of Education. NCED is providing the in-service teacher training programmes.

According to NCED (2012), qualification upgrading is the main target of SSRP. SSRP has redefining the qualification of teacher as intermediate for basic and master for secondary level. Keeping this condition in consideration, NCED has made special effort to upgrade teachers' qualification. For this, Faculty of Education,TU and NCED signed (2011) a special collaboration documents to upgrade teachers' qualification voluntarily.

Specially saying, the training programmes conducted by the government of Nepal for the teachers what we see is all the training programmes were conducted in project- based mode. Some of those project-based training programmes were secondary Education Development Project (SEDP), Teacher Education Project (TEP), and Teacher professional Development (TPD) and so on.

2.1.5.1 Teacher Training in Ilam

Education Training Centers (ETCs) have been running under the NCED and Ministry of Education in various parts of Nepal to impart training to the in-service teachers of Primary, Lower Secondary and Secondary levels. One of them is Education Training Center, Ilam. According to Mr. Surya Kiran Bhandari,the coordinator and trainer of ETC, Ilam. It was established in 2061 B.S. which is functioning under the NCED with the objective of providing training only for in-service teachers. He says that more than 98% of the in-service teachers in Ilam have been trained. One of the major trainings

conducted by ETC Ilam is the TPD Training to the secondary level English Language Teachers.

2.1.6 An Introduction to Teacher Professional Development and

TPD Training

Teacher Professional Development (TPD) has become buzz- word in the field of education. In the words of Richards and Farrell (2005, p.1) "Teacher professional development is next step when once teacher's period of formal training is over''. Similarly, Reimers- Villegas (2003) in a broad sense professional development refers to the development of a person in his or her professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. It includes formal experiences such as attending workshops and professional publication, watching Television documentaries related to an academic discipline.

The concept of TPD has come with view that every teacher will continuously face some pedagogical problems and what is thought is if we can change our teachers they can solve their own pedagogical problems. TPD involves multilevel changes which therefore demand multi level experiences. It demands from the teacher to be from classroom learner to action researcher about classroom problems, cultural diplomats within the cross-cultural setting of classroom and so on. It requires teachers' to be reflective, creative, and critical practioners.

On this regards, NCED under MOE has launched TPD programme for in-service teacher from 2066. TPD has three phases which are interrelated to each other. It will be full phased when a teacher completes all three phases. Each phase has ten working days. According to TPD handbook (2066), the structure of TPD module has been shown in this way:

Phase- 1 : Training Workshop

This module will be of five days. It will be run at the respective Local Resource Centre (LRC) of the districts where the trainers and trainee teachers meet on workshop.

Phase -2 Self Study Exercises

It is the continuity of the training workshop part. In it the trainee teachers need to ensure the activities to be performed in the school. It tries to link the training workshop with their work place situation.

Phase -3 Instructional counseling

In the last event of TPD Training the trainers of each hub should visit the trainee's school to evaluate the given task of the second phase and have conduct discussion on teachers' progress on the basis of these the trainee teachers will be certificated. It runs in two days. The activities to be performed in the visit will be as follows;

) Collections of the project prepared by the teachers

) Preparation of the note on the reform made by the teachers

) Identification of new problems in the schools and give solution to them.

2.1.6.1 Assumption of TPD Programme

TPD hand book 2066 has given following assumptions about TPD:

➢ In any school or educational institution, there are teachers of different levels of experiences, knowledge, skills and expertise. Multiple sharing of knowledge and experiences is a valuable source of professional growth.

➢ Teachers are generally motivated to continue their professional development once they begin their careers.

➢ Classroom is not only the place where students learn, it is also the place where teacher can learn.

➢ Knowledge about language teaching and learning is always in a tentative and incomplete state and teachers need regular opportunities to update their professional knowledge.

➢ Teachers can play an active role in their own professional development this means individual's interest in lifelong learning and increasing their own skills and knowledge is at heart of professional development.

2.1.6.2 Objectives of TPD programme

In order to bring drastic positive change on the quality of education the following objectives has been mentioned as the objectives of TPD programme [Source: TPD Hand book (2066)]

➢ To make teachers able to solve the pedagogical problems that they are facing.

➢ To ascertain the excellence in teaching with teacher professional development.

2.1.6.3 Significance of TPD Programme

The planned TPD programme plays vital role to make satisfy the students, teachers, guardians, school management too by addressing their needs. In this regards, TPD handbook (ibid) encapsulated the significance of TPD programme in following points:

➢ To increase the teachers' professional accountability
➢ To ascertain the learner autonomy
➢ To establish good relationship among schools, resource center and Educational training centers

In conclusion, TPD in general and English teacher professional development in particular is a very broad concept. In the field of language teaching different

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issues has been arising; for example, child friendly education, critical thinking, local curriculum etc are emerging day by day. So, English teacher who wants to be professionally sound or develop should have the knowledge of these issues in addition to subject matter and pedagogical knowledge, focusing to the local solutions to local problems TPD has into the practice in Nepal which is cry of the day.

2.1.7 An Introduction to Attitude

Generally, attitude can be defined as the way that one thinks and feels about something or somebody. The effective implementation of training is influenced by the attitude of teacher. This attitude is determined by various factors such as culture, momentary tendencies, ambition or level of aspiration, etc. In this regard, Freeman (1965, p.596) states:

> An attitude is a dispositional readiness to respond to certain
>
> institutions or objects in consistent manner which has been learned and
>
> has become one's typical mode of response. An attitude has a well-
>
> defined object of reference. For example, one's views regarding food or
>
> drink (such as fish or liquors), sports, math or democracy, are attitudes.

It is a mental neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related to. So, Sorenson (1964 page.19) says that;

> …an attitude is a particular feeling about something or somebody; it
>
> involves a tendency to behave in a certain way in situations which involve
>
> that something or somebody. It may be a person or an object or a thing. It
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> is partially rational and partially emotional, and is acquired, in an
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> individual. It is not inherent.

Thus, it can be said that attitude is a point of view which one has towards something or somebody. It influences us, more than we sometimes realize. An attitude involves both what we think and what we feel about a person, an object, a situation, or an idea.

The defining characteristic of attitudes is that they express an evaluation of some object or things. Evaluations can be expressed by the terms like; likes-dislikes, favoring- not favoring, positive – negative, etc.

An attitude is a hypothetical construct that represents an individual degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, things, or event – this is often referred to as the attitude of object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously posses both positive and negative attitudes towards the item in question. So, a common way of classifying attitudes is to think them as positive or negative. People generally have an attitude towards an attitude object. However, they can have either negative or positive attitude at the same time.

2.2 Review of Related Empirical Literature

A number of research works have been conducted in the field of transfer and impact of teacher training. Some of the related major research works and articles are reviewed here below:

Joshi (2010) carried out a study on "Transfer of NCED English Language Teaching Training". The main objective of this study was to find out the degree of skills required by trainee and effectiveness of ten months ELT training provided by NCED. The sample population was ten English teachers from Kailali district. He (ibid) used observation as a tool of data collection for every detail of activities, procedures, comments and suggestions. Finally, he found that there were varieties of activities in the classroom but the teachers could not make the activities meaningful, situational and real life like.

Khatiwada (2010) carried out a research on "Transfer of Training in Teaching Reading Skills". The main objective study of his study was to identify and describe the teaching activities of trained teachers in terms of motivation, presentation, and practice and evaluation system of teaching. The informants were ten English language teachers of Ilam district. He used observation as a tool of data collection. This study found out that training is essential. Most of the teachers (80%) are successful in transferring their training. The status of trained teachers in all aspects of language teaching from motivation to evaluation system has been found good.

Khadka (2010) conducted a study "On classroom performance of Trained Teacher of English at Secondary Level". The prime purpose of this study was to find out the classroom performance of the trained teachers of English at secondary level. He used twenty secondary level English teachers of community school as a sample. He used observation as a tool to collect data. This study found that a trained teacher is believed to have more knowledge about the teaching method, techniques, classroom management, teaching materials and so on. More importantly, he (ibid) suggested language teachers actually needed training for their better performance.

Awasthi (2003) presented an overview of teacher education in Nepal with special reference to ELT teacher education. He describes the development and expansion of the teacher education programmes in different periods. He raises some issues in the Nepalese ELT teachers. He raises issues in the Nepalese ELT teacher education and suggests some pedagogical implications for the future course of action.

Samadarsi (1988) carried out a research entitled "A Study on the Expected Classroom Behavior of the Trained English Teachers". The main objective of his study was to examine the classroom behavior of trained teachers in the
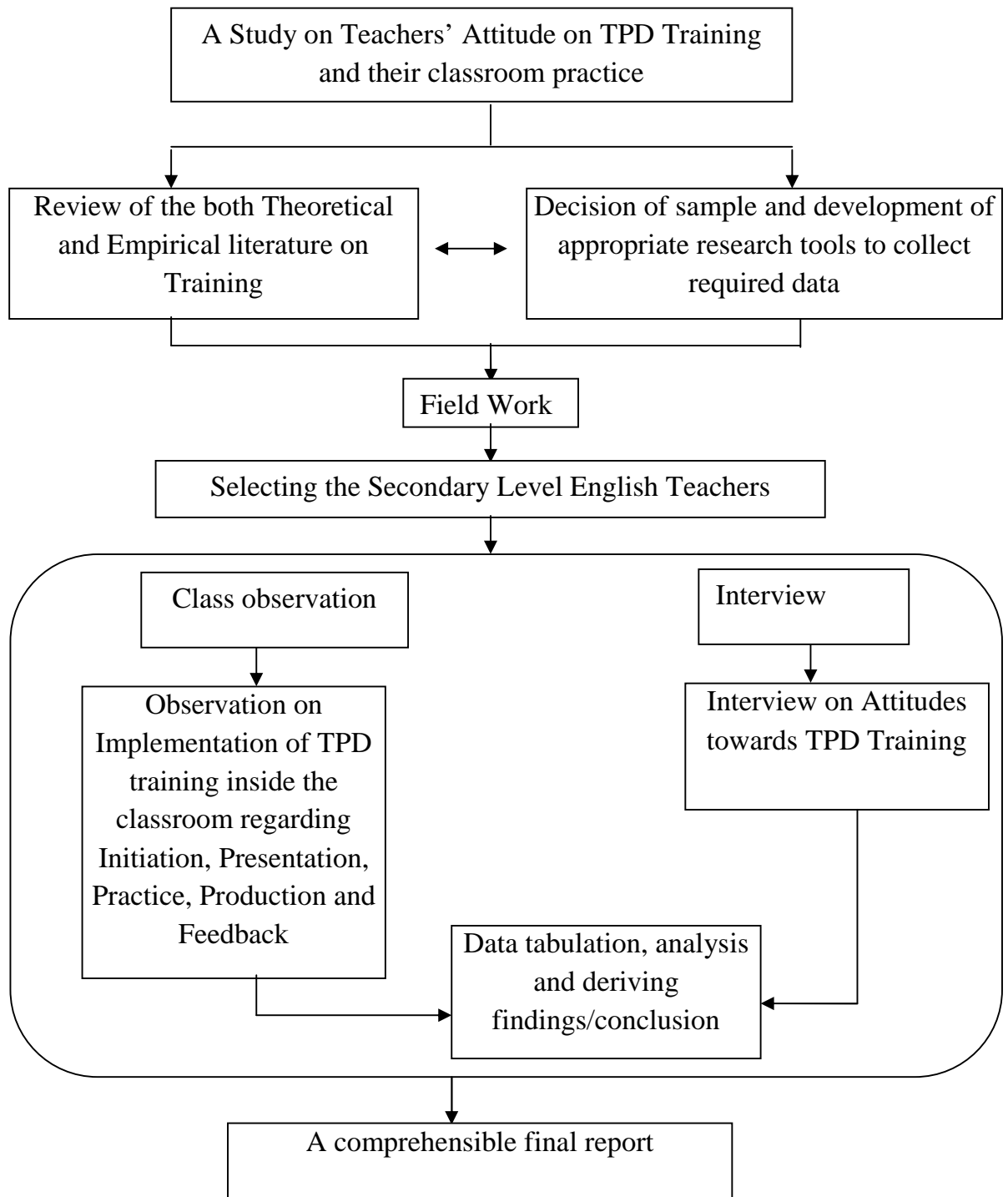
English classroom. He took secondary level English teacher as subject of the study. The research tools used by him were classroom observation and questionnaire to teacher and head teacher this study found out majority of the trained teachers seemed to have performed better in the schools where the environment is favorable.

2.3 Implication of the Review for the Study

Out of five different reviewed studies, four were conducted regarding the transfer and impact of training in the Department of English Education and an article of journal. These studies are to some extent related to my study. After reviewing these works I have got lots of ideas regarding the impact of training. Specifically, I got information on training centers, secondary schools, English teachers of Ilam district from the study Khatiwada(2010).In order to conduct those research they have used survey research design and I also followed the same i.e. survey research design. Therefore, after reviewing those research works, I got ideas on the process of survey research design. Likewise, they have used observation as a tool of data collection and I used the same tool of data collection therefore, from this they are similar. Though they have conducted study on transfer of in-service training, it is on TPD training. The article by Awasthi (2003) has provided insights and information on the teacher education which helped to explore the theoretical concepts on my study.

2.4 Conceptual Framework

The study on **Teachers Attitude on TPD Training and their Classroom practice** will be based on following conceptual framework:

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┌─────────────────────────────────────────┐
│  A Study on Teachers' Attitude on TPD    │
│     Training and their classroom         │
│              practice                    │
└─────────────────────────────────────────┘

┌──────────────────────┐      ┌──────────────────────────────┐
│ Review of the both    │ ◄──► │ Decision of sample and        │
│ Theoretical and       │      │ development of appropriate     │
│ Empirical literature  │      │ research tools to collect      │
│ on Training           │      │ required data                  │
└──────────────────────┘      └──────────────────────────────┘

              ┌────────────┐
              │ Field Work │
              └────────────┘

  ┌────────────────────────────────────────────────┐
  │  Selecting the Secondary Level English Teachers │
  └────────────────────────────────────────────────┘

    ┌──────────────────┐           ┌──────────────┐
    │ Class observation │           │  Interview    │
    └──────────────────┘           └──────────────┘

    ┌──────────────────────┐       ┌──────────────────┐
    │ Observation on        │       │ Interview on      │
    │ Implementation of TPD │       │ Attitudes towards │
    │ training inside the   │       │ TPD Training      │
    │ classroom regarding   │       └──────────────────┘
    │ Initiation,           │
    │ Presentation,         │       ┌──────────────────┐
    │ Practice, Production  │       │ Data tabulation,  │
    │ and Feedback          │──────►│ analysis and      │◄──
    └──────────────────────┘       │ deriving          │
                                    │ findings/         │
                                    │ conclusion        │
                                    └──────────────────┘

        ┌──────────────────────────────┐
        │ A comprehensible final report │
        └──────────────────────────────┘
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CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodology has adopted to fulfill the above mentioned objectives:

3.1 Design of the Study

To find out perception and practice of TPD training this study followed mixed research design (i.e. both qualitative and quantitative)in general and the Survey research design in particular. In this type of research, researcher visits different fields to find out existing area. Specifically, it is carried out in a large number of populations in order to find out the public opinion on certain issues, to assess certain educational programme and to find out the behavior of certain professionals and other. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. In this regard, Cohen and Manion(1985, as cited in Nunan, 2010, p. 140) say:

>   Surveys are the most commonly used descriptive method in educational
>
>   research, and may vary in scope from large scale governmental investigations
>
>   through to small-scale studies carried out by single researcher.   The purpose
>
>   of survey research is generally to obtain a snapshot of condition ,attitudes,
>
>   and/or events at a single point in time.

Similarly, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation. Likewise Nunan (2010, p. 140) states "surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics".

From aforementioned definitions we can come to the conclusion that survey researches which can be carried out in educational sectors.

In nutshell, survey research is conducted to eliminate important educational issues and data are collected from the population. Then those answers which are given by the sample are thought that whole group has given same type of information. It means, researchers generalize the result obtained from the sample to the whole population. It may scope from a large scale investigation like census to a small scale study like school improvement plan (SIP) or even a small classroom study.

In survey research triangulation approach is used for data collection. Following Cohen et al. (2010) Triangulation approach may be defined as the use of two or more methods of data collection in the study. Now we understand that in survey research different types of data collection tools can be used. e.g. to study behavior of the subject observation is an appropriate tool. In the same way, to find out the perception of population on certain issues interview or questionnaire is appropriate tools.

Research is a systematic process of investigating. We cannot conduct research haphazardly. Instead to conduct the research, researcher has to follow the systematic process. Otherwise there might be the possibility of obtaining fake data. As a result all the effort made by the researcher goes in vain.

Cohen, et al. (2010, p. 209) have given the following processes of survey research:

1.   Define the objectives.

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2.   Decide the kind of survey required (e.g. longitudinal, cross sectional, trend   study, cohort study).

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct. e.g. longitudinal, cross sectional, cohort, trend study.

3.   Formulate research questions or hypotheses (if appropriate): the null hypothesis and alternative hypothesis.

According Cohen et al. this is the third phase in survey research. In this phase/step researcher prepare research questions. More than this if s/he feels required then formulates hypothesis. In Kumar's view (1996, p.74) "...a hypothesis is a hunch, assumption, suspicion, assertion, the reality or truth of which you do not know."

4.   Decide the issues on which to focus.

Within one area there might be numerous issues. We cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

5.   Decide the information that is needed to address the issues.

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6.   Decide the sampling required.

In this phase we need to decide what kind of sampling procedure that we are going to use to select the study population. e.g. random sampling, non random sampling, or mixed sampling.

7.   Decide the instrumentation and the metrics required.

Here, in this phase we as a researcher have to decide instruments and metrics that will be required to conduct the research.

8.   Generate the data collection instruments.

In this phase we have to generate instruments required for data collection. e.g. questionnaire, questionnaire form, test items and so on.

9.   Decide how the data will be collected (e.g. postal survey, interviews).

After preparing the tools for data collection we have to decide the process the process/ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10.   Pilot the instruments and refine them.

After preparing the instrument it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

11.   Train the interviewers (if appropriate).

If the researcher is going to use interview as a tools of data collection he need to be trained. Otherwise, actual data may not be obtained.

12.   Collect the data.

After doing these all aforementioned points researcher collects the data using various research tools as his/her plan.

13.   Analyze the data.

Raw data themselves may not give any sense/information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like-mean, mode, median and so on.

14.   Report the results.

Finally, after analyzing the data we have to prepare the report of our research.

This study is based on the survey research design by following the aforementioned procedures.

3.2 Population and Sample

All the secondary level English teachers of Ilam district were the population of the study. Twenty secondary level English language teachers were the sample of this study.

3.3 Sampling Procedures

Purposive non-random sampling procedure was used to select both twenty schools and English language teachers.

3.4 Data Collection Tools

In order to collect data, non-participant observation was used as a research technique where teachers' performance inside the classroom was observed twice with the help of observational check list. In the same way, an interview with semi structured schedule was used to elicit the perception, attitudes of teachers regarding TPD.

3.5 Data Collection Procedure

In order to collect data at first, the researcher went to District Education Office (DEO) Ilam, established rapport with the authority and make them clear regarding the purpose of visit, the authority was requested for the permission to conduct research.20 secondary schools of Ilam district were selected by

using purposive non-random sampling procedure. The researcher visited schools and established rapport then made them clear about the purpose and process of visiting. After that by using purposive non-random sampling procedure 20 English teachers were selected. Two classes of each teacher were observed with the help of check list. Semi-structured interview of teachers was also conducted. Finally they were thanked. Similarly secondary sources of data were also used.

3.6 Data Analysis and Interpretation Procedure

Qualitative data have been analyzed in a narrative way with description. Quantitative data have been analyzed and interpreted with the help of simple statistical computation like-percentage, mean, ratio and so on. Then they are presented and displayed in different tabular and graphical form.

CHAPTER- FOUR

RESULTS AND DISCUSSION

This chapter consists of the result and interpretation of the data obtained from the primary sources. The data were collected from 20 secondary level English teachers and trainers. The main objective of this study was to analyze the attitude of teacher towards TPD Training and their classroom behaviors. For this, interview with teachers as well as trainers and two classes of each twenty secondary level TPD trained English language teacher were taken as the sources of information. On the basis of obtained information the results have been derived and they have been displayed in graphs, presented in table and described.

4.1 Results

This sub chapter deals with the results of both attitudes on TPD training and practice inside the classroom.

4.1.1 Results on Attitudes towards TPD Training

From the analysis of the information collected through the interview on the teachers' attitude towards TPD training, it was found that teachers had positive attitude on TPD training. They said that there is immense role of TPD to enhance the quality of education, professional growth, by updating the knowledge and introducing innovation of ELT. At the same, time it helps to implement the prescribed curricula too. However they responded the following factors made difficult to disseminate the training inside the classroom:

a. For the successful implementation of training, sufficient teaching resource materials are necessary requirement. However, there is a lack of the supplementary resource materials to teach English in all schools. So, it has created difficulty in training implementation.

b. The classroom is heterogeneous as well as large too. Therefore students are from different social, economic, ethnic background and to address the needs of all students inside the classroom within 45 minutes is very difficult. It has created difficulty to manage child friendly classroom. So, 80 percent of the teachers had responded, heterogeneous classroom is one of the main causes for not implementation TPD inside the classroom.

c. It is oblivious that with in a classroom students may have multiple intelligence that, some may be more talented, some may be medium and some may be low. So, it was found that, 75 percent of the teachers felt difficult to disseminate the training due to mix ability students.

d. Seventy percent teachers responded there is lack of supervision on either, teachers are implementing training inside classroom or not. Likewise, either the trainers are providing actual knowledge or it is being just for the sake of training. They said better should be rewarded and worse should be punished.

e. Out of total, 55 percent of the teacher said there is heavy working load at school. Everyday teachers should take more than 5 classes. So, they have not sufficient time to manage the lesson in line with training manual.

f. Sixty percent teachers said that school environment is also not favorable for teaching. The school administration, SMC, PTA, and parents should guide and advice for better teaching. However they were not getting proper guidance, support and advice.

g. For the effective dissemination of training, trainee and trainer both should bear accountability. However, more than 60 percent of the teachers opined that they are not satisfied with the trainers. The trainers play the role of so called trainer. Therefore, due to not getting sufficient knowledge they felt difficult to disseminate the training in classroom.

4.1.2 Results on Classroom Practice

The result on classroom practice of TPD trained teachers in accordance to TPD training manual has been summarized as following points;

- The use of teaching materials was not found good. They used only the materials of daily use.
- Participation of students on learning was found good. Teachers made students actively involve on learning.
- More than 60 percent of the teachers were found good in relating their presentation with the previous lesson.
- It was found that, the presentation was relevant to students' needs and level was not satisfactory.
- Connection of lesson with pre, while and post learning phase was found not very bad.
- It was found that there was individual differences regarding facilitation on learning i.e.30 percent of the teachers were found good and more than 17 percent were found poor.
- More than 60 percent of the teachers were not able to integrate the all language skills and aspects. So, integration of all language skills and aspects was not found good.
- It was found that 85 percent of the teachers did not habituate to address the needs of heterogeneous students.
- Sixty five percent teachers used English as a medium of instruction and rest of them used both L_1 and English.
- The use of evaluation tools and techniques by secondary level TPD trained teachers was found good. They used observation, oral and written tests, class work as well as common observation tools.
- It was found that more than 85 percent of the teachers tolerably provided the place for students' creativity by providing tasks.
- Most of the trained teachers provided feedback immediately to their students' responses.

〕 Teachers were found satisfactorily able to achieve the objectives of taught lesson.

〕 It was found that most of the TPD trained teachers were habituated to conclude the lesson at the end.

From the above mentioned points we can declare that teachers have positive attitude towards TPD and their classroom practice was found good.

4.2 Discussion

This sub chapter consists of the discussion on the findings. The researcher conducted interview to the teachers to find out attitudes towards training and in order to find the implementation of training the researcher observed classes. The findings are discussed in details as follows:

4.2.1 Teachers' Participation on TPD Training

Among the twenty teachers nine have completed all three phases, seven have completed second phase and four have attained only first phase of TPD training. The finding has been presented in following table.

Table No.2

Teachers' Participation on TPD Training

Phases	No of teacher	Percentage
First	4	20
Second	7	35
Third	9	45

Source: Field survey 2013

Above table depicts that 20 percent teachers have attained only first phase, 35 percent have completed second phase and 45 percent were certified with certificate. It means they have completed all three phases of TPD training.

4.2.2 Positive and Negative Scale

In order to present positive and negative perception of the teachers, interview was conducted. The responses of the teachers on given questions are discussed in the following table. Two columns (positive and negative) have been presented including the statements. The undecided column is preferred to here as in between. So, the following Table No.3 shows the number of teachers and percentages of positive, in between and negative attitude on the statements.

Table No. 3

Positive and Negative Perception towards TPD Training

SN	Statements	Positive	Inbetween	Negative
1	Are you satisfied with what you have gained from training?	13(65%)	-	7(35%)
2	TPD is refreshment training.	17(85%)	1(5%)	2(10%)
3	It is helping to update the innovations on teaching.	8(40%)	2(10%)	10(50%)
4	TPD is essential for secondary level ELT teachers.	18(90%)	-	2(10%)
5	Most of the TPD trained teachers do not reflect the training content inside the classroom.	15(75%)	-	5(25%)
6	The training content is difficult to apply in the classroom.	19(95%)	-	1(5%)
7	Resource and supplementary materials are not sufficiently available.	17(85%)	-	3(15%)
8	Heterogeneous classroom also affects the proper implementation of training.	16(80%)	-	4(20%)
9	School environment is favorable for	7(35%)	1(5%)	12(60%)

	the training implementation.			
10	Our classrooms have students of mixed ability.	15(75%)	-	5(25%)
11	There is lack of supervision for rewards and punishment.	14(70%)	1(5%)	5(25%)
12	You have too much working load at school. So, you are feeling difficult to apply the training.	11(55%)	3(15%)	6(30%)
13	You are satisfied with the trainers.	13(65%)	-	7(35%)

The above table shows that 65 percent of the teachers were satisfied with the knowledge that they gained from training. Regarding the statement TPD is a refreshment training,85 percent of the teachers had positive attitude,10 percent negative and 5percent were not decided that either it is refreshment or not. Most of the teachers (90%) had positive perception on the statement that TPD is essential for ELT teachers. However, 75 percent of the teachers agreed on the statement that most of the teachers do not reflect the training content inside the classroom and it was found that 95 percent of the teachers felt difficult to apply the training content. Teacher had negative attitude towards the availability of resource and supplementary materials. So, 85 percent of the teachers said resource materials are not sufficiently available.

4.2.3 TPD Trained Teachers' Classroom Practice

This chapter deals with the practical classroom observation of twenty secondary level TPD trained English teachers. The observation checklists were prepared and two classes of each teacher were observed. In order to analyze the teachers' performance, five rating scales were used – Excellent, Satisfactory, Good, Poor, Poorer. Sometimes two response Yes or No were also used. The classroom performance of TPD trained English language teachers' are presented under the following subheadings.

4.2.3.1 Initiation

This chapter deals with the opening of lesson. This heading includes further three subheadings as follows:

4.2.3.1.1 Teachers' Appearance

The classes of TPD trained teachers were observed by the researcher to see teachers' appearance inside the classroom and to what extent the teachers are motivated. Among the forty classes, 82.5 percent were found excellent, 12.5 percent were found satisfactory and 5 percent were found good. It is displayed in the following figure.

Figure No.1

Teachers' Appearance
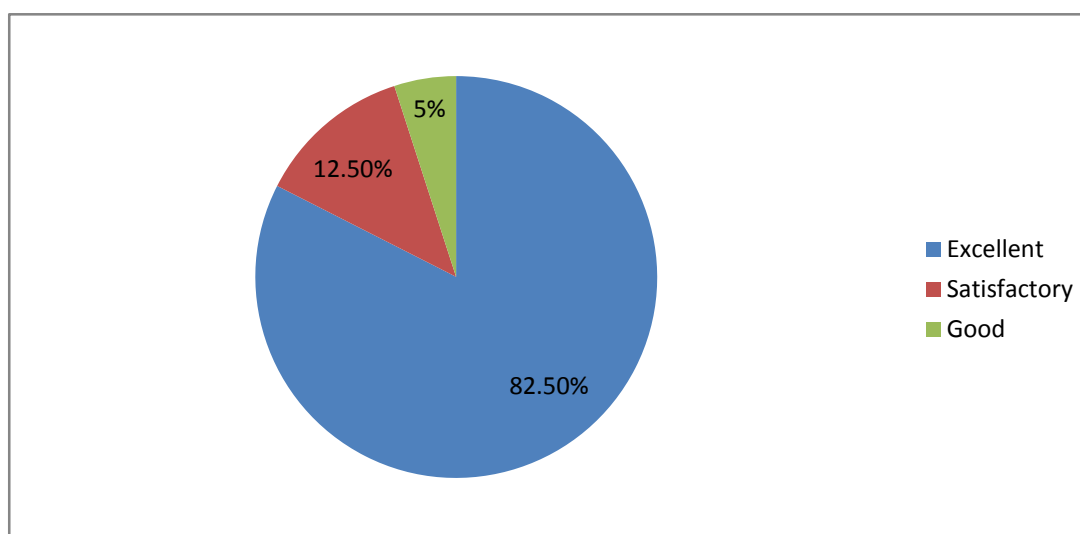
The above figure reveals that teachers' appearance inside the classroom was excellent. They entered in the classroom with smiling face with attractive looks.

4.2.3.1.2. Student Motivation

Student motivation is one of the determining factors for effective teaching and implementation of training inside the classroom. It was found that, 27.5 percent were excellent, 32.5 percent were satisfactory, 37.5 percent were good and 2

percent were poor through the observation of 40 classes. It is presented in the following table.

Table No.4

Students' Motivation in the Classroom

Rating	No. of classes	Percentage
Excellent	11	27.5
Satisfactory	13	32.5
Good	15	37.5
Poor	1	2.5
Poorer	-	-

The above table shows that the motivation of the students found tolerable. Teachers used different activities to motivate the students like, asking questions, telling stories and jokes etc.

4.2.3.1.3. Warm Up

The classes of the TPD trained teachers were observed to see how far the teachers were able to arouse the interest of students on learning with the help of topic related warm-up activities. Among the teachers under study, 17.5 percent were found good and 10 percent were found poor and 72.5 percent did not use it in the classroom. It is displayed in the bar graph on the next page.

Figure No. 2

Warm Up
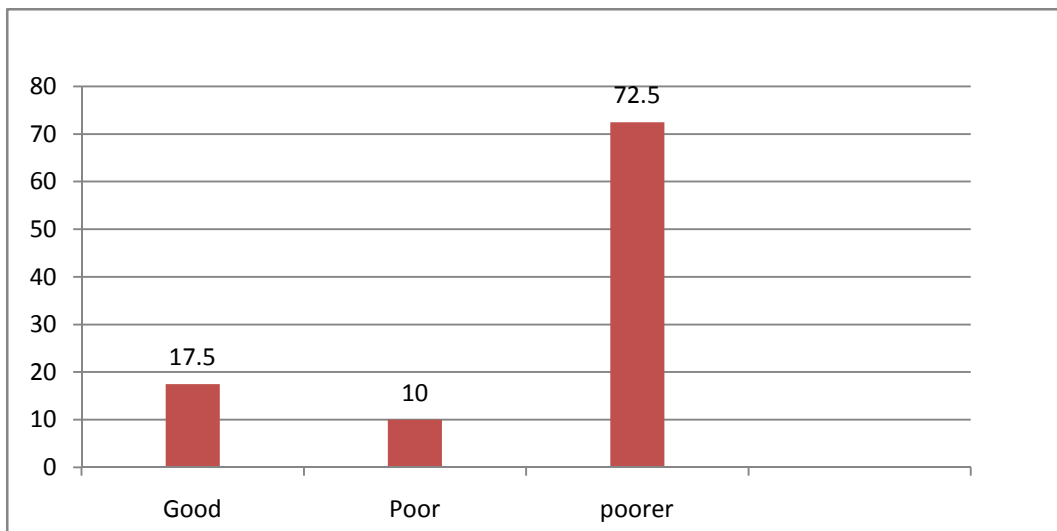
From the above figure, it reveals that the use of warm up in the classroom was not found satisfactory. Teachers generally started the lesson without any warm up activity.

4.2.3.2 Teachers' Performance on Presentation

This skill is further divided into following sub skills.

4.2.3.2.1. Use of Teaching Learning Materials

The use of teaching learning material is the most for any language teachers in teaching effectively. It was found that the majority of the trained teachers used the material of daily use. They were found using textbook as the main teaching material. Teachers did not use teaching materials beside the materials of daily use. The use of teaching materials by the TPD trained teachers was not found good.

4.2.3.2.2 Students Participation on Learning

Students are the main components of the classroom learning, so it is obligatory to involve them in the classroom teaching learning. The forty classes of each TPD trained teacher were observed to see how far they were able to make their

students participate in learning .Among the teachers under the study it was found that, 35 percent were excellent, 27.5 percent were satisfactory, 37.5 percent were good and 2.5 percent were poor. It is displayed in the bar chart below:

Figure No. 3

Student Participation in Learning
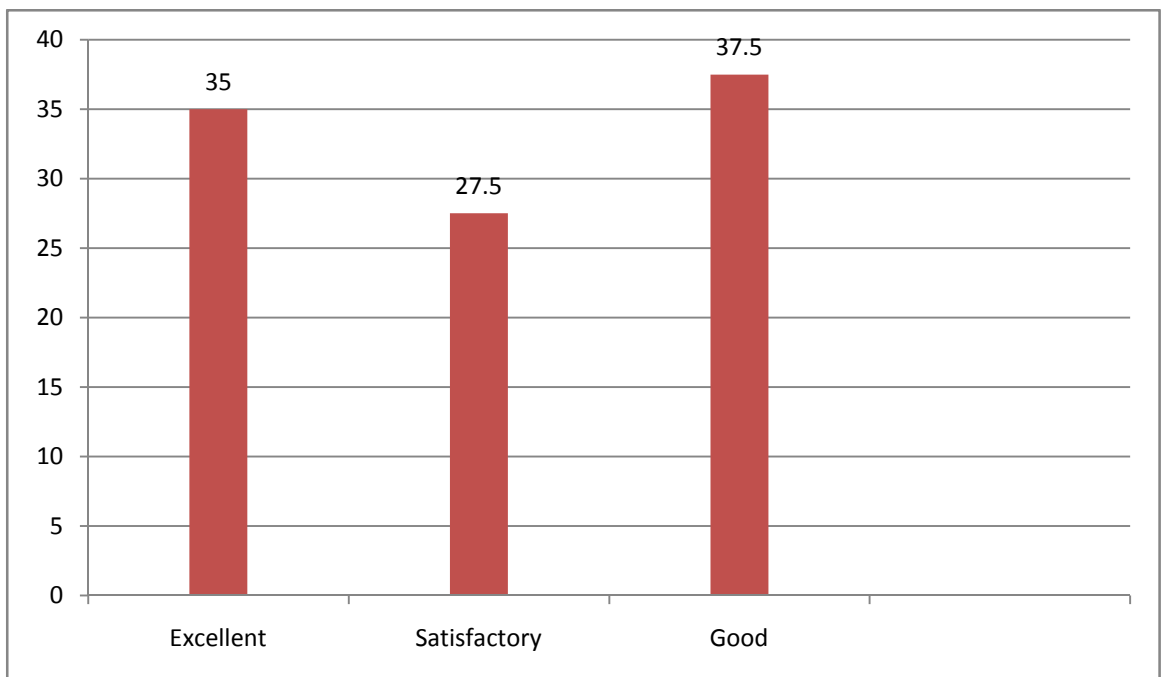
From the above figure, it reveals that the participation of students in presentation phase was found good. The teachers made students participate on group work, pair work and individual task. Students were engaged on interactions and activities.

4.2.3.2.3 Relationship of Presentation with Previous Lesson

The teachers cannot teach any lesson in isolation. There should be good link between the present lessons with the previous one. Among the teachers understudy, it was found that, 17.5 percent were excellent, 35.5 percent were satisfactory and 50 percent were good. The table no. 5 shows the relation of presentation with the previous lesson.

Table No. 5

Relationship of Presentation with Previous Lesson

Rating	No. of classes	Percentage
Excellent	7	17.5
Satisfactory	13	32.5
Good	20	50
Poor	-	-
Poorer	-	-

The above table reveals that most of the trained teachers were found good in relating their presentation with previous lesson. They used consciousness raising activities, negotiating meaning in context, explanation, asking questions techniques to relate presentation with previous lesson.

4.2.3.2.4. Relevance to the Students' Level

To fulfill the learning outcomes of the students, the presentation should be in accordance with the students' level, their needs and interest. Among the forty classes of the TPD trained teachers understudy, 67.5 percent, 27.5 percent and 5 percent were found good, poor and poorer respectively. The following figure shows the relevance of presentation to the student's level, need and interests.

Figure No. 4

Presentation Relevance to Student Level
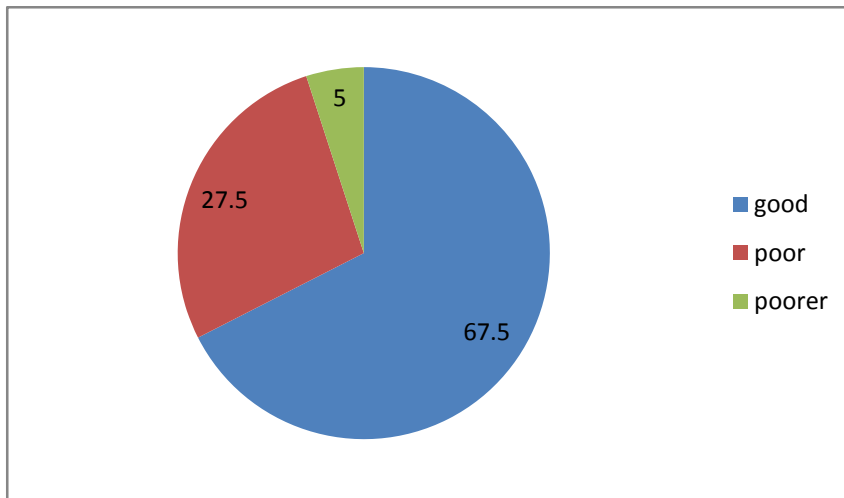
From the above figure it is found that most of the teachers (more than 67%) were found satisfactory. The presentation on the basis of the students' level and interest was not satisfactory. Teachers used only one presentation for all students and they hurried to complete the lesson.

4.2.3.3. Teachers' Performance on Practice

This skill is also discussed on the following further subs kills:

4.2.3.3.1 Students Participation on Practice

In teaching skills and aspects for the students, the emphasis should be given on the active participation of the students in group discussion raising question to the teachers and so on. Although, the TPD training gives emphasis on the students' centered approach for teaching language, the domination of the teacher still existed in the language classroom. In this present study, out of forty classes of TPD trained teacher 27.5 percent were found satisfactory, 55 percent were good and 17.5 percent were poor. Thus, the student participation is neither very excellent nor very bad i.e. tolerable.

4.2.3.3.2. Relationship with Presentation Phase

Logical connection between presentation and practice is an essential requirement for effective teaching. Among the forty classes under the study, it was found that 30 percent were satisfactory, 47.5 percent were good 22.5 percent were poor. It has displayed in the figure below:

Figure No: 5

Relationship of Practice with Presentation Phase
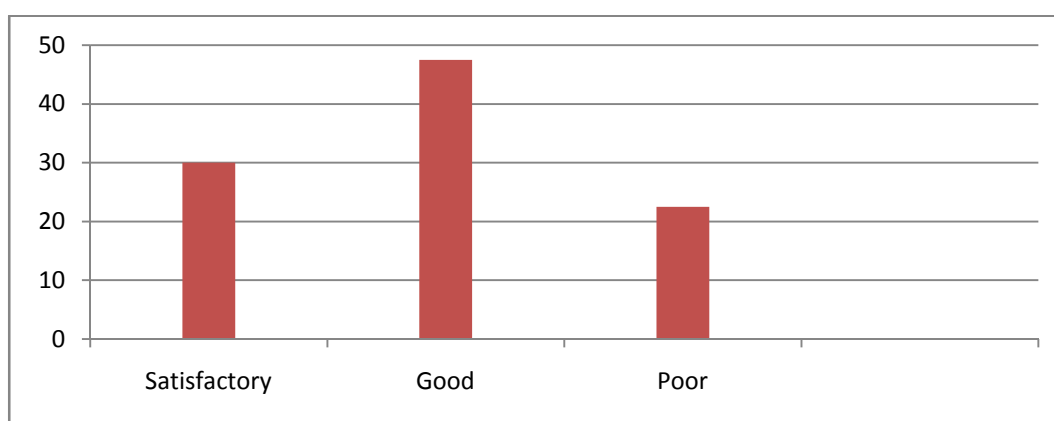
From the above figure, it is clear that the relationship between presentation and practice was not very bad. They simultaneously run their lesson by getting students engaged in the English language interactions and activities.

4.2.3.3.3. Facilitation and Guidance on Learning

Language teachers need to facilitate and provide proper guidance to their students on learning activities. In the student centered method of teaching, the teacher should give emphasis in facilitation on learning. In this research work out forty classes of TPD trained teachers, it was found and that 5 percent were excellent, 40 percent were satisfactory, 30 percent were good and 17.5 were poor and 7.5 were poorer. It has been shown in the table on the next page.

Table No.6

Facilitation and Guidance on Learning

| Rating	No. of classes	Percentage
Excellent	2	5
Satisfactory	16	40
Good	12	30
Poor	7	17.5
Poorer	3	7.5

From above table, it is clear that, some teachers facilitated their students very well and some did not. So, there was individual difference. Some teachers facilitated their learners by group works, checking understanding, encouraging on self expression but some did not do.

4.2.3.3.4. Integration of the Language Skills

Language teaching and learning means teaching and learning language skills and aspects. We language teacher cannot teach language skills in isolation, they should be integrated together then only the objective of the language learning will be achieved. In this research work out of understudied teachers, 32.5 percent were found good, 40 percent were found poor and 27.5 percent were found very poor. The figure on.6 presents the status of integration of all language skills in teaching**.**

Figure No: 6

Integration of Language Skills
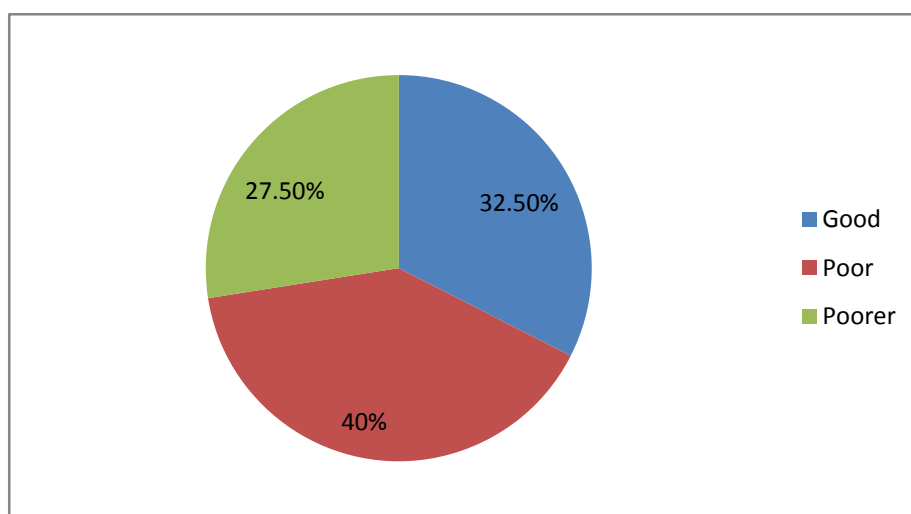
The above figure shows that most of the teachers (i.e. more than 60%) were not able to integrate the all language skills properly. So, the result is not found satisfactory. They focused at only one skill or aspect at a time. For comprehensive text they focused only on reading skill and for drama they focused on speaking skill only.

4.2.3.3.5 Activities used by the Teachers to Address the Need of Heterogeneous Students

In a real sense all classes have students with a mixture of abilities from different backgrounds. The L_2 teaches find managing the classes of heterogeneous students especially problematic. Different placement and aptitude tests, grouping of students may help teachers to manage such classes. Almost classes, it was found that 12.5 percent were good, 62.5 percent were poor and 25 percent were poorer .which has been shown in the figure no.7.

Figure No: 7

Activity to address Heterogeneous Students
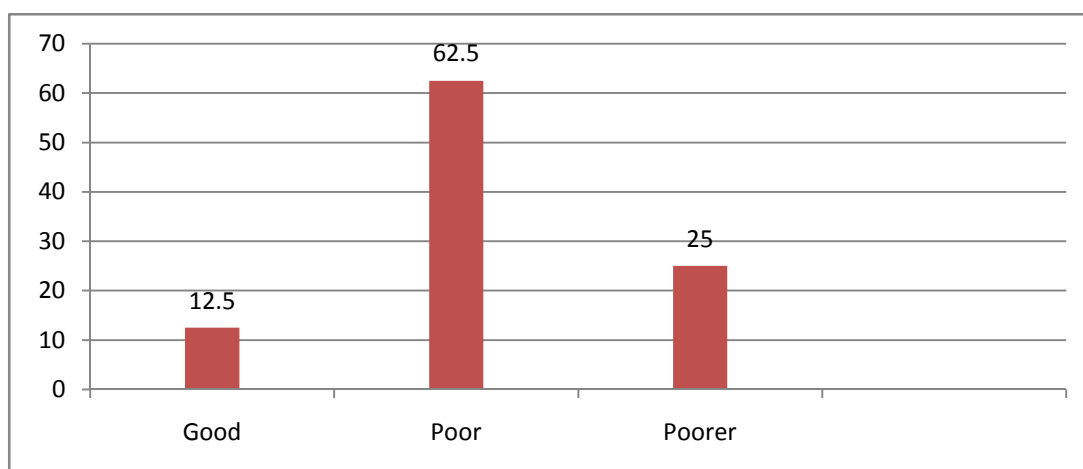
The above figure reveals most of the teachers (above 85%) did not habituate to address the needs of heterogeneous class. It seemed very poor. They did not think that, there were students from different backgrounds. Teachers used only one strategy for all students.

4.2.3.3.6 Use of First Language in the Classroom

The classes of TPD trained teachers were observed to see how far they used L_1 (i.e. Nepali) in their classroom while leaching English language. It was found that 65 percent did not used 35 percent were found using L_1. The table no. 7 presents the status of the use of L_1 in English language.

Table No. 7

Use of First Language in the classroom

Responses	No. of classes	Percentage
Yes	14	35
No	26	65

The above table depicts that, most of the teachers (i.e. 65%) used English as a medium of instruction and few of them used both Nepali as well as English language to instruct the students.

4.2.3.4. Teachers Performance on the Production

In order to find out and analyze the use of evaluation tools and techniques, how far the objectives of teaching had been fulfilled or not, to see whether the evaluation system was good or not etc; the researcher observed the TPD trained teachers' classroom. For this, the skill is further divided into following subs skills.

4.2.3.4.1. Use of Evaluation Tools and Techniques

Among the classes under study, it was found that 30 percent were satisfactory, 52.5 percent were good and 17.5 percent were poor. It has been shown in the table below.

Table No: 8

Use of Evaluation Tools and Techniques by Teachers

| Rating	No. of classes	Percentage
Excellent	-	-
Satisfactory	12	30
Good	21	52.5
Poor	7	17.5
Poorer	-	-

From above table it is concluded that the use of evaluation tools and techniques by the secondary level TPD trained English teachers was found good. It was found that the majority of the teachers used observation, oral and written tests, asking oral questions, class work as the common evaluation tools.

4.2.3.4.2. Place for Students' Creativity

The learners need to be encouraged to adapt strategies for decision making, risk taking, critical thinking, self-reflecting and thus L_2 learning. Teacher should provide the place for students' creativity. The role of the teacher needs to be centered on developing autonomy in the learners. The researcher observed the classes to see whether or not the students' creativity was emphasized. The following figure presents the status.

Figure No. 8

Place for the Students' Creativity
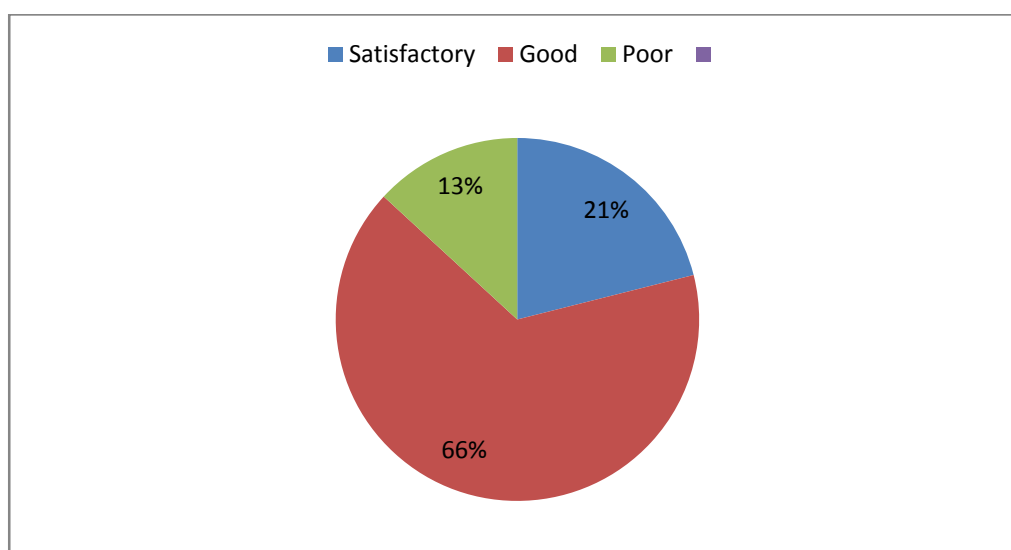
Thus, it is concluded that the majority of TPD trained teachers (i.e. above 85%) tolerably provide the place for students' creativity by asking hypothetical questions, checking understanding and so on.

4.2.3.4.3. Immediate Feedback to the Students

Immediate feedback plays vital role in effective language learning. So, the teacher should evaluate the students and give feedback to them on the basic of their responses. Among the classes understudy, 35 percent were found satisfactory and 65 percent were good. It has been presented on the table no.8.

Immediate Feedback to the Students

s

| Rating Scale	No of classes	Percentage
Excellent	-	-
Satisfactory	14	35
Good	26	65
Poor	-	-
Poorer	-	-

Thus, it is concluded that the majority of the TPD trained teachers provided immediate feedback to their students. They correct learners' errors.It was found good.

4.2.3.4.4. The Achievement of Objectives

Evaluation is the measurement of objectives and learning achievements. So, fulfillment of objectives means achieving learning outcomes. The classes of TPD trained teachers were observed to see what extent the objectives were achieved. Among the classes understudy, 70 percent were found satisfactory and 30 percent were found good. It has been displayed in the figure no.9.

**Figure No. 9**

Achievement of Objectives
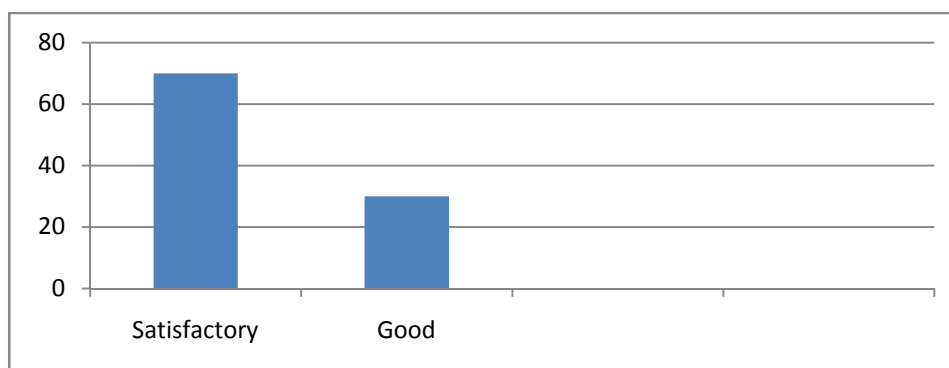
From the above figure, it is clear that the achievement of objectives was satisfactory. The objectives prescribed on curriculum were evaluated by asking related questions and it was found satisfactory. More than this, they provided homework in accordance to objectives.

4.2.3.5 Conclusion of Lesson

The conclusion of the lesson has also crucial impact on teaching. So, the researcher observed the classes of TPD trained teacher in order to find out how the teacher summarized the lesson, whether they provided homework or not, how they concluded the lesson and so on. Among the teachers understudy it was found that, 7.5 percent were excellent, 30 percent were satisfactory and 62.5 percent were good. It has been displayed on the following figure.

Figure No.10

Conclusion of Lesson
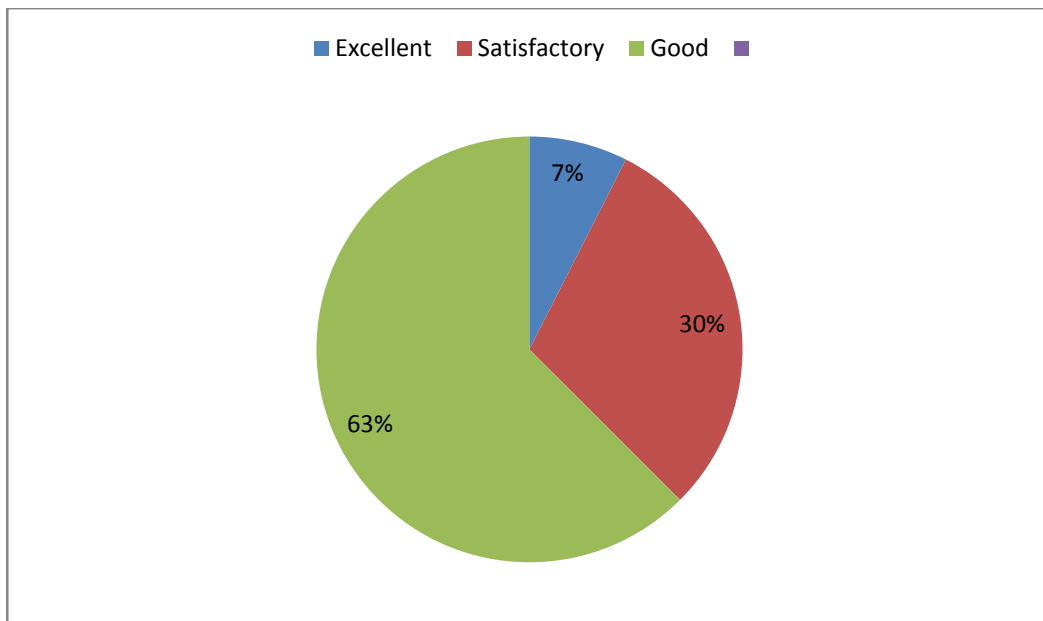
The above figure reveals that, most of TPD trained teachers are satisfactorily habituated to conclude the lesson by encapsulating the lesson on points, giving summary, providing homework and so on.

CHAPTER- FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

After the analysis and discussions of the study results in previous chapter, the summary, conclusions and implications of the findings are presented in this section in accordance with the three research objectives and two research questions brought up in chapter one.

5.1   Summary

The teachers need the knowledge and skills of training in order to engage the learners in learning effectively. Teacher training means a process of learning the skills that a teacher needs to be a professional. There are mainly two types of teacher training in practice, i.e. pre-service and in-service. In Nepal, these two modes of training are helping teachers to update about their profession. TPD is a form of in-service refreshment training.

Most of the teachers of public school have been certified with TPD training. However, what happened is, whatever the data of trained we have in our hand, the data and learning outcomes do not match. The challenges now await us in the improving learning outcomes. So, the research entitled **Teachers' Attitudes to TPD Training their Classroom Practice** aimed at exploring the attitude of teachers TPD training and their classroom performance in Nepal. For this, survey research design has been adopted. Interview and class observation have used as research tools. The classroom performance of TPD trained secondary level English language teachers has been observed and interpreted on the basis of initiation, presentation, practice, production and conclusion. For this, simple statistical tool such as percentage, pie-charts, bar diagrams and tables have been used.

Summary on Teachers Attitudes on TPD Training

As the attitudes of teachers towards TPD training concerned, 65 percent ot the teachers were satisfied with this programme and 90 percent teachers told it is essential for ELT teachers. However, due to heterogeneous classroom, background of students, lack of supervision, school environment, lack of sufficient resource materials and working load, it was difficult to implement the training. They requested concerned bodies for favorable environment to implement training and upgrade the learning achievement.

Summary on Classroom Practice

Regarding the classroom practice, 82.5 percent teachers were found excellent. The result on classroom practice of TPD trained teachers in accordance to TPD training manual has been summarized in this way.

The use of teaching materials was not found good. They used only the materials of daily use. Participation of students on learning was found good. Teachers made students actively involve on learning. More than 60 percent teachers were found good in relating their presentation with the previous lesson. It was found that, the presentation relevant to students' needs and level was satisfactory. Connection of lesson with pre, while and post learning phase was fond not very bad. It was found that there was individual differences regarding facilitation on learning i.e.30 percent were found good and more than 17 percent were found poor. More than 60 percent teachers were not able to integrate the all language skills and aspects. So, integration of all language skills and aspects was not found good. It was found that 85 percent teachers did not habituate to address the needs of heterogeneous students. Sixty five percent teachers used English as a medium of instruction and rest of them used both L_1 and English. The use of evaluation tools and techniques by secondary level TPD trained teachers was found good. They used observation, oral and written tests, class work as well as common observation tools. It was found that more than 85 percent teachers tolerably provided the place for students'

creativity by providing tasks. Most of the trained teachers provided feedback immediately to their students' responses. Teachers were found satisfactorily able to achieve the objectives of taught lesson. It was found that most of the TPD trained teachers were habituated to conclude the lesson at the end.

From the above mentioned descriptions, we can declare that teachers have positive attitude towards TPD and their classroom practice was found good.

5.2 Conclusions

The present study investigates the attitude of TPD trained English teachers towards training and their classroom practice. In this study, the researcher tried explored the present situation of teacher, training and training implementation. Along with this it surveyed the teachers' perception on TPD training.

After the analysis and discussion of the study, results in chapter four and summary of main findings have been submitted in chapter five. On basis of those findings regarding the attitudes of the teachers towards TPD training, it can be concluded that teachers perceived it as an essential progamme for professional development and improving learning outcome. Though, this programme was felt necessary they got it difficult to disseminate in the classroom.

In conclusion, TPD training itself is an excellent programme launched by MOE in Nepal. However due to perception, practice and implementation it is being less effective than that of expectation. So, to make this programme more effective concerned authorized body (i.e.trainers,trainees,supervisors, officials and so on) should be responsible and aware to make it fruitful.

5.3 Implication

On the basis of the major findings, the following suggestions and implications for different levels are proposed as follows;

5.3.1 Policy Level

I. Decision has to be made on, after successful completion of the training, trainers should be provided with basic materials, reference materials and modern technologies at policy level. In order to implement training inside classroom effectively the resource materials are essential. But teachers are not getting supportive materials. So, programme should be made for this at policy level.

II. The time allocation for the training center based session was only five days (i.e.first phase). That is very little time. So, the problems of teacher cannot be addressed within prescribed time. So, duration should be maximized.

III. TPD is a need based programme for teachers where trainee teachers should have to explore their training content according to their needs. However, it was found that all of them were not able to explore and share their needs and problems among colleagues and experts. So, training contents of TPD training should be prescribed in accordance with the classroom observation report from school supervisor at policy level.

5.3.2 Practice Level

I. There should be proper monitoring, supervision and control for the effective implementation of the training during and after the completion of the session. Better should be awarded and worse should be punished.

II. Training is not everything. All kinds of needs and problems cannot be addressed by training. There should be supportive workplace environment at school. School should be committed to improvement

strategy, change and improvement in school culture, classroom practices and learning.

III. In large and heterogeneous classroom, individuals have more life experiences and knowledge, more varied opinions. For this, teachers should make students involve in learning and initiate generative topics.

IV. Trainers should be committed on their profession that they should manage the training according to its spirit.

5.3.3 Further Research

I. The study was limited to the twenty secondary level English teachers of Ilam district. It is prepared for the academic purpose. Therefore, the researcher did not claim that it is complete in itself. Some implications for further researches have been suggested as follows;

II. First, the sample population of the study should be larger so that there will be high chances obtaining real findings. It is suggested that more informants should be included to investigate the impact. Therefor alid and reliable resuls will be derived.

III. Second, this study was limited to find out the attitude of secondary level English teachers. So, more studies could be conducted to find out the attitude and practice of lower secondary, primary level teachers.

IV. Third, it is suggested that the following research titles could be useful to analyze the other aspects of TPD training.

- Impact of TPD training in Language Classroom
- Implementation of TPD training in Public Schools
- A comparative study on Learner Achievement before and after TPD training

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